

Inspection of Kids Planet Widnes

Kingsway Learning Centre, Victoria Road, WIDNES, Cheshire WA8 7QY

Inspection date: 19 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children at this well-established nursery thrive and learn successfully. Staff build warm, close relationships with the children. Leaders ensure that children's safety and happiness are at the heart of staff's work. This helps children to feel secure and at ease. Leaders and staff have high expectations for children's learning, including for those with special educational needs and/or disabilities (SEND). The well-thought-out curriculum and meaningful learning activities provided by staff enable children to gain essential knowledge. For example, children learn how to use hammers and pliers gently and safely. They also learn that their ideas and suggestions are valued. For instance, children on the nursery committee help staff to decide which educational visit should take place. This helps them to make responsible decisions.

Children behave sensibly. This is because staff expertly model to them how to be kind, helpful and cooperative. Where needed, staff gently remind children of the nursery's rules for how to behave. Children know to ask when they want a turn to play with a toy. They also learn to do so without snatching. Children understand how to take care of the nursery's resources and tidy them up carefully because staff guide them. Children are thoughtful, respectful and caring towards each other.

What does the early years setting do well and what does it need to do better?

- Leaders have established a well-considered curriculum for children, including those with SEND. They are clear about the knowledge that children need to learn and when. For example, staff help children in each room to build their speech, language and communication skills. Older children become articulate talkers because of the important new words that staff help them to learn.
- Leaders ensure that staff use their knowledge of children's needs, interests and abilities to spot gaps in children's learning. Staff use this information well to decide how to deliver the curriculum. They also take action when they identify any concerns about children's development. For example, staff break down learning into small, achievable steps. This works particularly well for children with SEND. As a result, children gain the foundational knowledge that they need to help them with their future learning.
- Mostly, staff understand the areas of the curriculum and what leaders intend that children will learn. Occasionally, some staff are less clear about how children's current learning builds on what they already know, or what is identified next in the curriculum. This means that the learning of some children is not always extended successfully.
- Often, children join in gleefully with the songs that staff sing with them. For instance, staff sing cheerily when children clean their faces and hands following a meal. At these times, children also learn important words, such as cheek, chin

and forehead. This helps children to develop their vocabulary even further.

- Staff praise children for their achievements. However, at times, some staff do not use specific language when praising children. For example, staff praise children by saying 'well done' and 'good boy' without any additional context. This means that, occasionally, children do not learn what they have done well.
- Leaders provide children with healthy, home-made meals and snacks. They take great care to ensure that children enjoy a range of healthy foods. Staff make mealtimes a social and relaxed occasion. Children learn about the importance of healthy eating for their development.
- Leaders ensure that children's successful time at the nursery begins in the baby room. Staff provide enticing and varied physical experiences for babies. For example, they arrange equipment for mobile babies thoughtfully so that babies can explore and clamber inside and on top of climbing equipment safely. Babies begin to develop the core strength and physical coordination of their bodies.
- Leaders check the quality of staff's work with children carefully. For example, after they observe staff's practice, leaders review with staff how to improve their work. Staff are happy in their jobs and feel that leaders support them to grow and to develop. This creates a happy environment for children.
- Leaders and staff provide parents and carers with helpful information about their child's experiences at nursery and how to support their children's learning at home. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a positive and open culture where safeguarding is an important part of everyday life in the nursery. They are committed to ensuring children's safety and welfare. Leaders ensure that staff attend safeguarding training. This helps staff to spot the possible signs that children may be experiencing neglect or abuse. Leaders ensure that they and staff complete risk assessments of the nursery to minimise risks to children. Staff help older children to recognise risks when they play, such as when using real tools. Leaders are vigilant. For instance, they review and act on any absences of children from the nursery.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff's knowledge about their use of praise so that children are clear about what they have done well
- support staff to be clear about what children should learn now and next.

Setting details

Unique reference number	EY379750
Local authority	Halton
Inspection number	10313514
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	83
Number of children on roll	140
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0151 2577079
Date of previous inspection	9 October 2018

Information about this early years setting

Kids Planet Widnes registered in 2008 and is situated in Widnes, Cheshire. It is one of a number of nurseries operated by Kids Planet Day Nurseries Limited. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and above, including one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want the children to learn.
- The inspector talked with staff during the inspection and took account of their views.
- The special educational needs coordinator spoke with the inspector about how they and staff support children with SEND.
- The inspector observed children's learning of the curriculum and assessed the impact that this has on their learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at a range of documentation provided by the manager and reviewed evidence of the suitability of staff working at the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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